



**Porthcawl Primary School**

**Curriculum Policy**

## **The New Curriculum for Wales**

On 30 June 2015, the Minister for Education and Skills, Huw Lewis, announced that the Welsh Government would accept, in full, all of the recommendations set out in Successful Futures, Professor Donaldson's independent review of the curriculum and assessment arrangements in Wales. Professor Donaldson's report sets out 4 purposes:

All our children and young people need to develop as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

At Porthcawl Primary School, our aim is that all our pupils will be:

### **Ambitious, capable learners who...**

- Set themselves high standards and seek and enjoy challenge
- Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- Are questioning and enjoy solving problems
- Can communicate effectively in different forms and settings, using both Welsh and English
- Can explain the ideas and concepts they are learning about
- Can use number effectively in different contexts
- Understand how to interpret data and apply mathematical concepts
- Use digital technologies creatively to communicate, find and analyse information
- Undertake research and evaluate critically what they find
- ...and are ready to learn throughout their lives.

### **Enterprising, creative contributors who...**

- Connect and apply their knowledge and skills to create ideas and products
- Think creatively to reframe and solve problems
- Identify and grasp opportunities
- Take measured risks
- Lead and play different roles in teams effectively and responsibly
- Express ideas and emotions through different media
- Give of their energy and skills so that other people will benefit
- ...and are ready to play a full part in life and work.

**Ethical, informed citizens who...**

- Find, evaluate and use evidence in forming views
- Engage with contemporary issues based upon their knowledge and values
- Understand and exercise their human and democratic responsibilities and rights
- Understand and consider the impact of their actions when making choices and acting
- Are knowledgeable about their culture, community, society and the world, now and in the past
- Respect the needs and rights of others, as a member of a diverse society
- Show their commitment to the sustainability of the planet
- ... and are ready to be citizens of Wales and the world.

**Healthy, confident individuals who...**

- Have secure values and are establishing their spiritual and ethical beliefs
- Are building their mental and emotional well-being by developing confidence, resilience and empathy
- Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- Know how to find the information and support to keep well and safe
- Take part in physical activity
- Take measured decisions about lifestyle and manage risk
- Have the confidence to participate in performance
- Form positive relationships based upon trust and mutual respect
- Face and overcome challenge
- Have the skills and knowledge to manage everyday life as independently as they can
- ...and are ready to lead fulfilling lives as valued members of society

**To achieve the above, Porthcawl Primary School is committed to:**

- developing a warm, stimulating and happy environment with shared values for harmony and well-being contributing to a caring, co-operative community;
- promoting an inclusive approach where all members of the school community are engaged in learning;
- developing lively, enquiring minds in each child so that they ask questions, discuss rationally and apply themselves with energy to all tasks and activities;
- ensuring every child's needs are met in their learning;
- securing the full co-operation and understanding of parents, governors and others concerned with our pupils;

- striving for continuous improvement and encouraging all within the school to do their best.

## **Meeting the Needs of Learners**

### **National requirements:**

- Revised Orders 2015
  - Language, Literacy and Communication/English/Literacy
  - Mathematical Development/Mathematics/Numeracy
- The Foundation Phase Framework (Pupils in Nursery, Reception, Years 1&2)
  - Personal and Social Development, Well-Being and Cultural Diversity
  - Welsh Language Development
  - Knowledge and Understanding of the World
  - Physical Development
  - Creative Development
- The Statutory National Curriculum for Wales at KS2 (Pupils in Years 3 to 6)
  - Welsh Second Language
  - Science
  - History
  - Geography
  - Art
  - Design Technology
  - Information Technology
  - Physical Education

(Includes Curriculum Cymreig and Personal and Social Education)

- The Agreed Syllabus for Religious Education- Bridgend
- Education for Sustainable Development and Global Citizenship

In addition the school provides:

- A broad range of extra-curricular activities, including lunchtime clubs, after school clubs and residential visits.

## **Curriculum Organisation**

The curriculum is organised with a clear focus on Literacy and Numeracy. Throughout the Foundation Phase, pupils experience a variety of learning experiences, some of these are teacher led but many have a strong element of pupil led play-based learning. At Key Stage 2, the fundamental aspects of National

Curriculum **English** and **Mathematics** are taught mainly during morning sessions. Other subjects of the National Curriculum are delivered mainly through themed topic work usually delivered during afternoon sessions.

Pupils who need greater support or challenge may be grouped for teaching or withdrawn for additional teaching depending on need. These arrangements are flexible and reviewed frequently to ensure all pupils receive their curriculum entitlement.

There are four classes at Foundation Phase and three at Key Stage 2. Pupils are grouped primarily by age unless there is a compelling academic or emotional need.

| Class Name | Year Groups |
|------------|-------------|
| Ogwr       | Nursery     |
| Taf        | Reception   |
| Garw       | 1           |
| Ewenni     | 2           |
| Usk        | 3/4         |
| Teifi      | 4/5         |
| Llynfi     | 6           |

### **Learning Through Themed Topics**

The curriculum has a four year topic cycle to ensure that each pupil has an appropriate variety of learning experience. Each four year cycle means that all topics are covered across a Key Stage.

**In Key Stage 2 the following topics are covered:**

| 2017/18        | 2018/19                                             | 2019/20                              | 2020/21              |
|----------------|-----------------------------------------------------|--------------------------------------|----------------------|
| Healthy Living | Calon Lan<br>(Sustainable<br>Wales)                 | Bringing down the<br>borders (India) | Warriors<br>(Romans) |
| World War 2    | Through the<br>window<br>(Porthcawl local<br>study) | Through the<br>keyhole (Tudors)      | Brazil               |

The Curriculum Map has been analysed for any gaps in coverage of the National Curriculum subjects. Each topic has also been mapped to ensure maximum opportunities to link topics to Literacy and Numeracy objectives from the LNF framework. We are in the process of linking each topic to the DCF. There are some areas at KS2 that are not covered, these must be taught discretely.

**In Foundation Phase the following topics are covered:**

| 2017/18        | 2018/19   | 2019/20    | 2020/21                         |
|----------------|-----------|------------|---------------------------------|
| Nursery Rhymes | Woodland  | Local Area | Ourselves<br>People Who Help Us |
| Space          | Transport | Growing    | Celebration<br>Recycling        |
| Seaside        | Castles   | Rainforest | Creatures                       |

**The statutory requirements of the Agreed Syllabus for Religious Education are fully covered through the discrete teaching of RE.**

## **Provision For Skills**

The acquisition of a wide range of skills is fundamental to pupils learning. Skills acquisition is a process of interactions between teacher and learner.

|          | <b>Teacher</b>                  | <b>Learner</b>                           |
|----------|---------------------------------|------------------------------------------|
| <b>1</b> | Demonstrates, models and guides | Observes, copies and tries out the skill |
| <b>2</b> | Supports                        | Practices the skill                      |
| <b>3</b> | Coaches                         | Refines the skill                        |

The Curriculum based skills are:

- The subject skills as outlined in the programmes of study
  - The key skills of thinking, numeracy, communication and ICT .
  - Skills in Welsh language
- Teachers identify the appropriate skills in their short term planning.
  - Learning objectives focus on skills acquisition and development
  - Assessment for learning is focused on skills
  - Pupils individual targets are skills based
  - Pupils' skills development is tracked and monitored.

## **Welsh Second Language**

Pupils develop the skills of speaking, listening, reading and writing in Welsh as a second language throughout the school day and across the curriculum. Targeted strategies such as *Helpwr Heddiw* and *Criw Cymraeg* are used throughout the school on a daily basis to develop pupil confidence in using the language.

## **Curriculum Cymreig**

Cross- curricular learning provides many opportunities for learners to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. The school gives particular focus to this during the preparation for our annual Eisteddfod and the residential visits for older pupils. Curriculum Cymreig is taught through the main themes. When outlining their medium term plans teachers refer to the guidance in the National Curriculum subject orders for the Curriculum Cymreig for that subject.

## **Education for Sustainable Development and Global Citizenship**

As with the Curriculum Cymreig Cross- curricular learning provides many opportunities for learners to develop their understanding of the seven areas of ESDGC:

- Climate Change

- Consumption and waste
- Health
- Identity and culture
- Wealth and poverty
- Choices and decisions
- The natural environment

These are not explicitly laid out in the topics and teachers refer to the guidance on pages 25-33 of ***Education for Sustainable Development and Global Citizenship, A Common Understanding for Schools*** when undertaking their medium term planning.

## **ENGLISH/LITERACY**

### **Jolly Grammar**

The school uses the Jolly Grammar Programme to introduce the fundamental skills of reading and writing.

Across the school the pupils are assessed and grouped according to their learning need. Assessments and regrouping occur frequently to ensure pupils are learning at an appropriate pace. In Foundation Phase, pupils have daily Jolly Grammar teaching sessions during the second session of the day. The sessions include a range of teaching and writing activities which progressively introduce, consolidate and apply literacy skills. Reception to Year 2 children practice reading high frequency words and tricky words daily.

Pupils who require greater challenge may be moved to a higher level group, whilst pupils who require greater support may receive periods of one-to-one tuition.

### **Literacy and Language**

From Nursery to Yr 6, English lessons are based on the Visual Literacy approach. This is an engaging approach which motivates all pupils and has a proven track record of closing the gap. Visual Literacy is taught daily with a piece of extended writing being completed at least fortnightly. Weekly grammar sessions take place in KS2 combining Jolly Spelling and Grammar with Alan Peat sentence structures. In the Foundation Phase the introductions of Alan Peat sentences are incorporated into the visual literacy planning. There is also a weekly spelling test in all KS2 classes and in Year 1 and Year 2 in the Foundation Phase. Spelling words are used from the Jolly Grammar scheme and show a clear progression across the school.

Reciprocal Reading takes place daily across the school combining the key skills of prediction, questioning, clarifying and summarising. Groups are ability grouped and

activities are completed on a carousel. Over the course of a week each group will read aloud with their teacher.

### **Literacy across the curriculum**

Literacy skills are consolidated and applied across the curriculum. The broad ranges of topic themes enable the pupils to read and write across many genres for a wide variety of reasons. This approach ensures the pupils are using their developing literacy skills in meaningful contexts and with clear purpose. All of the topic themes require a degree of discussion and oral presentation thereby ensuring that oracy skills are developed alongside reading and writing. A clear coverage map has also been produced to ensure all key literacy skills are covered across a Key Stage as well as maximising the opportunities for cross curricular links.

### **Mathematics**

Mathematical Development and Mathematics are delivered through daily mathematics lesson that cover all strands of mathematics (number, shape, space and measure and data), Big Maths sessions that cover pure number skills and number facts as well as a problem solving session.

Mathematics sessions are supported by materials from Big Maths, Abacus Maths Scheme™ and a Numerical Reasoning unit of work (developed through our School Improvement Group).

Pupils are taught mathematics during 2 discrete maths sessions, one focusing on Big Maths and the other using the Abacus Maths Scheme™, usually in the morning. A discrete lesson on problem solving and numerical reasoning is taught at least once a fortnight. Numeracy skills are further consolidated and applied across the curriculum.

All pupils are grouped according to year group and ability for Maths lessons.

Each term all classes cover place value, the 4 rules of number, measurement and shape, space and handling data. By the end of the year all aspects of mathematics have been covered in each year group. Progression is ensured through the Abacus plans which can also be adapted for cross year groups. The abacus scheme sets out the long term plan but some of the summer units are moved to the spring term to ensure coverage before Welsh National testing and end of Key Stage Assessments. In addition, Nursery pupils follow the Ten Town scheme and Little Big Maths.

## **Numeracy across the curriculum**

Pupils need to apply the skills of using numbers across the curriculum. Many of the themes from the pupils' topic support the application of numeracy skills and teachers will exploit these wherever possible.

Teachers must be aware of the need to challenge pupils to the appropriate level of numeracy at all times.

## **Personal and Social Education**

The school delivers Personal and Social Education (PSE)/ Personal and Social Development, Well-Being and Cultural Diversity (PSD) through a broad and balanced range of learning experiences.

SEAL is delivered weekly by the classteacher and assemblies support the SEAL theme.

Reference is made to **The PSE framework** in order to appropriately address the main themes of:

- Active citizenship
- Health and emotional well-being
- Moral and spiritual development
- Preparing for lifelong learning
- Sustainable development and global citizenship.

## **Sex and Relationship Education (SRE)**

Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.